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ABSTRACT

In response to public pressures and a legislative mandate, the State of Arizona began to systematically evaluate prospective teachers while concomitantly requiring a restructuring of the Arizona teacher preparation programs at the college and university level as part of a program entitled the Arizona Performance-Based Teacher Certification Program. Currently, this program consists of a basic skills test and a professional knowledge test which together constitute the Arizona Teacher Proficiency Examination (ATPE). In addition, an Arizona Teacher Residency Program (ATRP) which would provide on-the-job assessment of beginning teachers is under consideration. The ATRP is a proposed performance-based certification program whereby the teacher "residents" will have up to two years (a non-renewable certificate) to demonstrate teaching skills and behaviors deemed essential for successful classroom performance. Additionally, the ATRP will serve as an induction and support system for the teacher residents. This paper deals with the initiation, development, current status, problems encountered, research outcomes, and anticipated future actions related to each of these programs in the State of Arizona. (JD)

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THE ARIZONA PERFORMANCE-BASED TEACHER CERTIFICATION PROGRAM

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The Arizona Performance-based Teacher Certification Program

During the past several years numerous reports have surfaced which question the quality of prospective teachers, teacher preparation programs, and existing state certification programs (Lyons, 1980; Harris, 1981; National Commission on Excellence in Education, 1983; Robert, Keith & Page, 1983; Kelley & Surbeck, 1982). The bulk of these reports has suggested that entry-level admission standards for colleges of education must be raised and that exit requirements must become increasingly more performance-based.

In support of these recommendations, the tax-paying public and their elected representatives have entered the educational arena by advocating teacher competency tests and performance-based pay. To this end over one-half of the states have adopted some form of teacher competency tests with several states requiring classroom performance assessments prior to initial certification (Wuhs & Manatt, 1983).

Arizona and Educational Reform

In response to public pressure and a resulting legislative mandate, the State of Arizona has begun to systematically evaluate prospective teachers while concomitantly requiring a restructuring of the Arizona teacher preparation programs at the college and university level as part of a program entitled the Arizona Performance-Based Teacher Certification Program. Currently this program consists of a basic skills test and a professional knowledge test which together constitute the Arizona Teacher Proficiency Examination (ATPE). In addition an Arizona Teacher Residency Program (ATRP) for on-the-job assessment of beginning teachers is under

consideration. This paper deals with the initiation, development, current status, problems encountered, research outcomes, and anticipated future actions related to each of these programs in the State of Arizona.

Arizona Teacher Proficiency Examination

The ATPE has a rather interesting history in that the two components were authorized by legislative mandate (ARS 15-531, 533), and State Board of Education rule (R7-2-604).

Basic Skills Component. The Arizona Legislature, in the 1979-80 Special Session on Tax Reform and School Finance (House Bill 2013), required that of October 1, 1980, all new teachers must pass a proficiency examination in reading, grammar and mathematics prior to certification. Responsibility for test selection, administration and determination of the passing score was given to the State Board of Education. Because of the timing of the legislation, the State Board had essentially a three-month timeline for implementation; in other states with similar requirements, a 2-3 year timeline has been normal procedure.

A State Board Subcommittee worked with a subcommittee from the Professional Standards/Certification Advisory Committee (PSCAC) to consider test selection. The PSCAC (a committee appointed by and advisory to the State Board) had already given a preliminary recommendation for the National Teachers Examination (NTE) Common Examination. Because of the very short timeline and lack of applicable existing nationally normed exams, the State Board adopted the NTE on an emergency basis in September. This action complied with the legal implementation date of October 1, and also "bought time" to allow further study of the NTE. The State Board was concerned

about the appropriateness of the NTE, so a Task Force was then appointed (composed of State Board members, colleges of education faculty, classroom teachers, district administrators, local school board members, legislators, colleges of education students, and representatives of business and industry) to evaluate the NTE and make recommendations to the Board.

The Task Force evaluated the NTE and adjudged it to be inappropriate because it did not measure "reading" in a satisfactory manner, and required a degree of subject matter knowledge in excess of that needed for a basic skills exam. The Task Force then evaluated test items in reading, grammar and mathematics from an existing test bank. These questions were determined to be appropriate and to meet legislative and State Board intent. From this test bank, developed through the Los Angeles (CA) County School Superintendent's office, the content for the Arizona Teacher Proficiency Examination (ATPE) Basic Skills Subtest was formed. (See attached skill sheet labeled Table One).

On October 17, 1980, the State Board adopted the ATPE for a Field Test period from November, 1980, to June, 1981. This action allowed for compliance with the law and also for a norming period upon which to base future decisions by the Board. The ATPE consists of 150 questions - 50 each in reading, grammar and math - with a 2-hour, 10 minute completion time. The passing score during the Field Test was 50% correct responses. This arbitrary score was set to comply with the law, and also to avoid placing the State Board in legal jeopardy from unsuccessful applicants during the Field Test period.

The ATPE is neither designed nor intended to measure or predict teaching ability. It is a minimal competency exam in those basic skill areas needed by all teachers. It is, in essence, an attempt to determine teacher proficiency in those same basic skills we expect them to teach our children. The ATPE was administered during the Field Test period in 12 group tests at the 3 state universities (University of Arizona, Arizona State University, and Northern Arizona University) and Grand Canyon College, and on a weekly basis at the Arizona Department of Education. The tests were administered by Arizona Department of Education staff, and scoring was done "in-house."

During the Field Test, 3,921 persons took the ATPE. At the 50% correct responses level, 98% passed the test battery. At the conclusion of the Field Test, the State Board analyzed this data and on April 17, 1981, adopted a two-stage increase in the ATPE passing score. Beginning July 1, 1981, the passing score was raised to 75% correct responses on the overall test battery; effective January 1, 1982, the passing score increased to 80% correct responses on the overall battery.

Basic Skill Performance Patterns

During the testing period requiring 80% correct responses on the overall battery, roughly 67% of the total exams (7000+) administered for certification purposes have been passed. While females tend to pass at a slightly higher rate than males, Arizona minorities display significantly lower pass rates than Anglos. Indeed, the performance pattern for ethnic groups indicate the following pass rates: Anglos = 73%; Hispanics = 42%; Blacks = 25%; and Native Americans = 23%.

Reliability of the subtests and the total instrument using Guttman split-half analyses (Hull & Nie, 1979) displayed the following coefficients (N=3617, all $p < .01$): Reading = .797, Mathematics = .881, Grammar = .888, Total Instrument = .924.

The results showing high failure rates among minority candidates have led a number of individuals within the state to claim that the ATPE basic skills component is culturally biased and discriminatory (Gallegos, 1984), while others have questioned its validity (Martin, 1983; Danzig, 1984). As a result technical review panels appointed by the State Board of Education and the Arizona Board of Regents are currently examining the structure and content of the ATPE basic skills component.

To further complicate matters, effective August, 1984, the Arizona Legislature mandated that all candidates for certification and for admission into a state teacher preparation program must pass each section (reading, math and grammar) of a basic skills exam. The law further mandated that the State Board of Education and the Arizona Board of Regents must determine which examination or examinations will be used and they must establish appropriate passing scores for each of the three areas. Finally, the two boards are responsible for establishing test equivalency should the Board of Regents decide to adopt an exam different from the ATPE.

This newly mandated law has created quite a furor within the state. Indeed, the Arizona Board of Regents legal counsel prepared an opinion which questioned the validity of the ATPE and any resulting admissions decisions that might be made. On the other hand, the State Board of Education and the Arizona Department of Education have argued that the

ATPE is a valid measure and does not display cultural bias. Unfortunately, the State Board of Education on advice from the Arizona Department of Education established new passing scores for each of the three areas without sensitivity or validity panel review. Additionally, a new form of the basic skills exam was created and implemented without panel review. The passing score for each of the areas was set at 80% correct responses and a new form was created and implemented without field-testing. Moreover, the time to complete the exam was increased from 2 hours, 10 minutes to 4 hours.

Needless to say, this action was deemed highly questionable by the Regent's legal counsel and staff. On March 1, 1985 the Board of Regents voted to adopt the Pre-Professional Skills Tests (PPST) developed by ETS as the measure to screen prospective teacher candidates prior to admission into the state teacher preparation programs. The Regents based their decision on the argument that legally and technically, the PPST will prove to be superior to the ATPE in measuring basic skills. Effective August, 1985 the State of Arizona will use the PPST for admission into state teacher training programs and the ATPE basic skills component for certification

Professional Knowledge Component. In December, 1980, the State Board directed the Department of Education to pursue development of a Professional Education (Pre-Service) Component to the ATPE. It was the Board's belief that not only should the ATPE measure the basic skills of reading, grammar and mathematics, as required by statute, but should also assess knowledge of the essential skills which should be learned by a student in a two-year teacher education professional preparation program. The Board in April,

1981, adopted a rule implementing a Field Test of this component.

State law (ARS 15-203.A.21) charges the State Board with responsibility to "Supervise and control the certification of teachers and prescribe rules and regulations therefor." As part of fulfilling this responsibility, the Board reviews every two years and grants approval to college of education teacher training programs which lead to Arizona certification. Currently, five institutions have approved teacher training programs - the University of Arizona, Arizona State University, Northern Arizona University, Grand Canyon College, and Southwestern College - three state-supported and two private institutions. The skills which should be gained from these approved programs are what will be assessed in the Professional Knowledge examination. The statutory citation indicated gives the Board authority to implement this additional testing requirement.

To determine what professional education skills should be learned and measured, the State Board Authorized the creation of five Task Teams. Each Task Team had specific responsibilities, leading up to the creation of the exam itself. The five Task Teams have completed their work: Task Team #1, chaired by the deans of the colleges of education, has completed its charge of higher education staff listing the essential specific skills (not to exceed 18 per course) which should be gained from the approved courses, Task Team #2 reviewed the State Board-approved teacher education programs for purpose and skill content; Task Team #3, made up of 267 persons (including 240 classroom teachers and administrators) has completed its charge of independently listing essential skills (not to exceed 200) which should be learned in a two-year teacher education professional preparation program; Task Team #4 analyzed the products of the first three Task Teams, and

developed a listing of 73 skills to be assessed; and Task Team #5 met August 10, 1981 and reviewed and approved specific test items for appropriateness in assessing the identified skills. (See Table One for a listing of the Professional Knowledge subskills).

After review of the test items and approval of the State Board, this Component has been undergoing testing. All certification applicants taking the Basic Skills Component of the ATPE must also take the Professional Knowledge Component. Passing score on this Component will be 50% correct responses during the Field Test, after which time scores will be evaluated and this Component will be integrated into the ATPE.

Professional Knowledge Performance Patterns

Item analysis data display varying performance patterns within certain content areas. For example, the bulk of the items in the classroom management section have either extremely high or low delta values. These patterns can also be found with some of the items in the curriculum and instruction section.

An analysis of test score variation within each of the content areas revealed significant differences between some items designed to measure the same subskill. Thus, while Guttman split-half analyses (N=603) show a significant total instrument reliability coefficient of .795 for both forms of the exam, content area and item analyses advise caution to claims of empirical validity and reliability of the current professional knowledge component of the ATPE.

Additional studies are underway to determine the relationship between the various colleges' curricula, and the PK component of the ATPE. This

is essential due to formal adoption of the Teacher Education Skills List by the State Board of Education. In sum, before considering any increase in the pass rate criterion of the PK component, additional work will need to be conducted to ensure test validity and reliability.

In terms of actual performance, it should be noted that approximately 98% of the exams administered (N=2,500+) have been passed at the 50% correct responses criterion. This pass rate holds across virtually all content areas and across demographic variables such as gender, ethnicity, and college or university teacher training program.

With the ATPE testing program in operation, the State Board of Education indicated concern about assessment of observable skills of prospective Arizona teachers. Indeed, on November 23, 1981 the Board approved a policy to provide for a fair and comprehensive program of professional support and evaluation of beginning teachers and teachers new to Arizona.

Arizona Teacher Residency Program (ATRP)

The ATRP is a proposed performance-based certification program whereby the teacher "residents" will have up to two years (a non-renewable certificate) to demonstrate teaching skills and behaviors deemed essential for successful classroom performance. Additionally, the ATRP will serve as induction and support system for the teacher residents.

Seven teaching competency areas were identified by the members of the Arizona Professional Standards and Certification Advisory Committee as essential for all resident teachers to demonstrate. They are: (a) assessing student needs; (b) planning and implementing instructional strategies; (c) developing positive relationships with students; (d) monitoring and

communicating student progress; (e) evaluating the instructional program; (f) using support services; and (g) managing the classroom.

The Teacher Performance Assessment Instruments (TPAI), (Johnson, Ellett & Capie, 1980) are being initially used to assess the seven competency areas. The TPAI consist of 14 generic competencies (used across grade level and subject matter areas) with 45 indicators of proficiency in teaching plans and materials (TPM), classroom procedures (CP), and interpersonal skills (IS). Each of the 45 indicators has a range of descriptors used to further clarify teaching performance. While the ATRP model has been described more fully elsewhere (Kelley & Surbeck, 1982) essentially the teacher residents are assessed by a trained team of evaluators (building administrator, peer teacher, teacher educator, external data collector) once in the fall and again in the spring of the public school year. Figure One portrays the yearly program activities and management functions of the residency pilot program.

Upon the completion of each formal assessment the team of evaluators, in conjunction with the resident teacher, propose staff improvement strategies for the resident to accomplish. At the end of the school year performance data are aggregated for certification decision purposes. Those residents who demonstrate proficiency within the allotted period of time will be issued a continuing certificate.

Pilot Study Data

During the years 1982-84, the Arizona Department of Education and 14 local school districts conducted a pilot study to examine the possibility of requiring performance evaluations of new Arizona teachers prior to the

receipt of a basic certificate. One hundred thirteen volunteer public school teachers were formally assessed by teams of trained evaluators using the TPAI. Approximately 75% of the teachers assessed had fewer than 2 years of teaching experience. Virtually every grade level and content area was represented.

Teacher Performance

In examining the ratings of the 15 indicators associated with planning for instruction, the data analysis revealed that most of the resident teachers appeared adequately planned for instruction during the time period in which they were assessed. That is, on an average basis, 85% of the ratings met or exceeded the established minimum performance level.

Unfortunately, almost half of the teachers indicated through self-reports that their general training in planning appropriate content and task structuring was not sufficient for everyday classroom success. This is somewhat troublesome since preinstructional planning factors such as content decisions and task structuring have been shown to affect the attitudes, behavior and achievement of students (Berliner, 1984).

Another discouraging finding is that many of the resident teachers are not consistently obtaining information on the effectiveness of their instruction; only 55% of the ratings met or exceeded the established proficiency level. When several teachers were asked why they do not obtain information on their effectiveness, the common response was "We weren't adequately trained to do this."

The data on classroom teaching performance revealed that 16 of the 20 indicators of proficiency displayed an average of 88% of the ratings at or

exceeding the required minimum levels. Thus, generally speaking, most of the teachers are demonstrating adequate management and classroom teaching skills.

Unfortunately, the four skill indicators that the resident teachers are having some difficulty with happen to be extremely important skills. These problem skills include creating a mental set that initially involves students in the learning activity, using instructional materials that provide learners with appropriate practice on the objectives of the lesson, demonstrating the ability to work with different group sizes, and helping students recognize the purpose and importance of the learning activities. Each of these skills along with the other indicators have been related to effective teaching (Hunter, 1984) and have important implications for student success or failure with academic work (Doyle, 1983).

In terms of interpersonal skills, the performance data suggest that most resident teachers appear to create supportive classroom environments conducive to learning. Indeed, this appears to be a strength of many of the teacher residents. The 10 indicators describing the interpersonal character of the classroom averaged in excess of 85% of the ratings at or above the minimum levels.

Evaluator Ratings and Reliability

An analysis of the evaluation ratings revealed that using a team approach to evaluation is fair and reasonably reliable. The school principals gave the highest average mean ratings for many of the 45 indicators of proficiency. The peer teachers and external data collectors were next highest with the teacher educators giving the lowest average mean ratings. This

information should not be surprising since many school principals feel the need to be trusted mentors making them somewhat reluctant to evaluate teachers rigorously (Darling-Hammond, Wise & Pease, 1983).

The reliability coefficients for most of the scale indicators typically exceed .75 with the greatest measurement consistency found in the areas of planning for instruction and classroom procedures. These results generally exceed previously reported findings of other evaluation systems, although the possibility exists that the rating and reliability data are subject to spurious halo effects (Copper, 1981). Even accounting for some degree of "ratings inflation/deflation," the data collectors trained in the use of the TPAI appear to be able to reliably rate resident teachers in field settings.

In addition to the data reported above, the residency program computer management system is capable of aggregating information on how well Arizona trained teachers perform on the job when assessed by a team of trained evaluators. Although the sample sizes are somewhat small, the ratings data show that in-state prepared teachers received slightly more ratings at or above the minimum proficiency levels than out-of-state prepared teachers. A portion of this difference may be due to increased program visibility and familiarity throughout the state thereby creating greater in-state teacher awareness of program requirements. Additionally, the in-state teacher training programs appear to be addressing the competencies and skill indicators more directly in their course work and field experiences.

At this time, an in-depth state teacher training institutional comparison would be inappropriate since the sample sizes vary considerably.

However, when the data are examined from an institutional perspective, the teacher performance strength and weakness patterns reported earlier are evident. In the coming years this information may assist the teacher training programs in examining their curricula and field-based training experiences.

Although the resident teachers indicate that using a team of trained evaluators is fair and reasonably objective, many of them have commented that the process should actually be a part of the teacher training programs. This suggestion has support from many of the evaluators who find the current assessment logistics and process quite cumbersome and time consuming. Additionally, funding concerns have been voiced by many local school district personnel. They argue that at least for in-state prepared teachers, the residency program should begin in the final year of training with more of the assessment costs covered through tuition and fees.

During the 1984-85 school year, the ATRP pilot study was suspended due to lack of funding. Presently, there appears to be strong indications from the legislature and the Arizona Department of Education that the ATRP will be refunded with a much stronger commitment. Part of this is due to the legislative push for career ladder development in local school districts.

Recommendations

The pilot study data from the past two years clearly indicate that performance-based assessments can be implemented in a variety of field settings. Logistically, what Arizona lacks are major field site center structures that would allow for greater coordination of the evaluation and support activity. This coordination could include training evaluators in the field settings, providing logistics and data management support, ensuring that fair and

reasonable procedural guidelines for certification are followed, and providing quality staff development and content training/retraining for certificated personnel. Additionally, the field centers could provide leadership skill training for Arizona school principals.

States considering beginning teacher programs must develop mechanisms for identifying well trained classroom teachers and administrators to serve as support personnel and evaluators. Faculty nomination along with administrator concurrence is a beginning; however, these individuals will need evaluation and supervision training in order to feel successful in their new roles.

Through the use of well-trained and highly paid peer and principal mentors, the teacher residents could be formally evaluated as to their performance several times throughout the field experience and awarded a teaching certificate upon satisfactory content and pedagogical skill demonstration rather than completion of course work. This would require content and pedagogical training experts to work within field center sites modeling and facilitating the training experiences.

Another major issue that will arise is money. Unfortunately, many states appear unwilling to invest much in the way of money or effort to improve human capital. Believe me Arizona is struggling with this issue.

The pilot study data suggest that current evaluation and support costs average $750 per new teacher per year. Thus in our case a fully implemented system would cost in excess of $1.5 million per year to assess the approximately 2,000 new teachers needed every year. When compared to the $500 million spent annually on classroom teacher salaries, this proposed

expenditure appears quite reasonable to insure that the salaries are being paid to essentially skilled individuals.

Finally, States considering beginning teacher programs must be ready for the backlash of negative reactions from the traditional teacher training programs and the administrator associations. Indeed, measurement issues and logistics are usually generated as their main concerns.

While the measurement issues are problematical (see Soar, Medley & Coker, 1983) they shouldn't prohibit the training programs from examining what they do in training new personnel or how they do it. Unfortunately, our colleges of education do not have the best content and pedagogically skilled teachers modeling the kinds of behavior we want classroom teachers to demonstrate.

In terms of the paper/pencil testing portion of the Arizona Performance-based Teacher Certification Program, there appears to be a push for further validity analyses of both components of the ATPE. While the Arizona Department of Education and the State Board of Education have avoided litigation to date, their most recent actions (arbitrarily setting passing scores for each area of the basic skills component without considering difficulty values or standard error of measurement and implementing a new form without prior field testing and test equating) certainly subject the state to the strong possibility of legal confrontation.

At a recent State Board Meeting, the board members discussed briefly the possibility of removing the Professional Knowledge component certification requirement since the validity of the test is being openly questioned. Instead of voting to remove the requirement, the board indicated that they

want the Professional Knowledge component to remain in place (at the current 50% correct responses criterion) until the Arizona Teacher Residency Program is firmly established.

In summary, the State of Arizona, while still relying predominantly on paper/pencil testing, appears to be heading toward a formal on-the-job assessment program that will attempt to link certification decisions to on-the-job performance. This direction appears promising and will serve to focus on the need to develop beginning teacher induction programs and career ladder models (ATE Commission on Master Teachers, 1985) that will improve the recruitment and retention of outstanding teachers.

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TABLE ONE

ARIZONA TEACHER PROFICIENCY EXAMINATION (ATPE)

SKILL SHEET FOR BASIC SKILLS AND PROFESSIONAL KNOWLEDGE

Both the Basic Skills and the Professional Knowledge components of the ATPE measure certain subskills. These specific subskills are listed by content area and category number on the front and back of this sheet. Should you happen to FAIL either component of the ATPE, you will be provided with a card which will list the content area and category number of the subskills you failed. You will then be able to match the content area subskill category numbers on the card with the subskills listed on this sheet. This information may be helpful to you in determining which subskills require additional study. PLEASE RETAIN THIS SHEET.

BASIC SKILLS COMPONENT

READING SUBSKILLS CONTENT

Category	Subskill
01.	Identify main idea
02.	Identify subordinate detail
03.	Identify cause and effect
04.	Identify sequence
05.	Identify inferred main idea
06.	Identify inferred relationship of events
07.	Predict outcomes
08.	Figurative language
09.	Point of view
10.	Fact and opinion
11.	Make generalizations
12.	Contextual meaning
13.	Synonyms
14.	Antonyms
15.	Homophones
16.	Alphabetical order
17.	Dictionary skills
18.	Table of contents
19.	Interpret maps, charts, and graphs

MATHEMATICS SUBSKILLS CONTENT

Category	Subskill
01.	Addition - integers
02.	Addition - fractions
03.	Addition - decimals
04.	Subtraction - integers
05.	Subtraction - fractions
06.	Subtraction - decimals
07.	Multiplication - fractions
08.	Multiplication - decimals
09.	Division - integers
10.	Division - decimals/whole
11.	Fractions to percent
12.	Decimal to percent
13.	Problem solving - read bar/line graphs
14.	Problem solving - interpret bar/line graphs
15.	Word problems
16.	Averaging
17.	Perimeter
18.	Area
19.	Liquid measure
20.	Time problems
21.	Metric

GRAMMAR SUBSKILLS CONTENT

Category	Subskill
01.	Question mark as end punctuation
02.	Exclamation mark as end punctuation
03.	Comma for clarity
04.	Italics
05.	Period for numerals
06.	Hyphen
07.	Underline title - book
08.	Apostrophe - possession
09.	Quotation marks
10.	Colon before formal series
11.	Semicolon
12.	Use of capital letters
13.	Avoid the double negative
14.	Subject - verb agreement
15.	Verb tense
16.	Pronoun choice
17.	Possessive pronoun
18.	Adverb choice
19.	Adjectives
20.	Complete sentence
21.	Run-on sentence
22.	Building/changing sentences: subordinate
23.	Building/changing sentences: invert
24.	Detail, reason, example
25.	Order of detail
26.	Main idea
27.	Spelling

PROFESSIONAL KNOWLEDGE COMPONENT

CLASSROOM MANAGEMENT SUBSKILLS CONTENT

Category	Subskill
01.	Identifies procedures for effective student management.
02.	Demonstrates knowledge of effective techniques in managing crisis situation.
03.	Identifies discipline appropriate to the infraction.
04.	Identifies methods to promote the student's self-image.
05.	Demonstrates knowledge of the emotional and physical causes for changes in student behavior.
06.	Demonstrates knowledge of psychological principles underlying group processes.
07.	Demonstrates ability to effectively use a prepared lesson plan.
08.	Demonstrates knowledge of appropriate time management techniques in teacher planning.
09.	Identifies ways to pace and time lessons to ensure individual skill mastery occurs.
10.	Demonstrates knowledge of the concept of task-teaching.

CLASSROOM MANAGEMENT SUBSKILLS CONTENT (cont'd)

Category	Subskill
11.	Demonstrates knowledge of current principles of learning and methods of instruction.
12.	Identifies effective listening and communication skills.
13.	Demonstrates knowledge of effective methods for involving students in the decision-making process.
14.	Demonstrates knowledge of procedures necessary for achieving staff support and rapport in the school environment.
15.	Demonstrates knowledge of positive methods for dealing with absenteeism.
16.	Demonstrates knowledge of methods to involve parents in the school environment.
17.	Identifies methods for creating and maintaining a climate that promotes student self-motivation.
18.	Identifies teaching practices consistent with cultural diversity of students.

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OVER

PROFESSIONAL KNOWLEDGE COMPONENT (Cont'd.)

CURRICULUM AND INSTRUCTION SUBSKILLS CONTENT

Category **Subskill**

01- Identifies and distinguishes among types of educational objectives.
02- Identifies procedures used in curriculum development.
03- Identifies interdisciplinary relevance of school curriculum.
04- Demonstrates knowledge of lesson plan preparation and use.
05- Demonstrates knowledge of writing and using goals and objectives.
06- Demonstrates knowledge and use of curriculum mapping.
07- Demonstrates ability to write and use an Individual Education Plan (IEP).
08- Differentiates between student-centered and subject-centered strategies for teaching/learning.
09- Identifies and differentiates among goals, objectives, and activities.
10- Demonstrates skill in selection and use of resources that facilitate learning.
11- Identifies major approaches to instructional techniques.
12- Identifies appropriate techniques for delivering services to handicapped students within the regular classroom setting (mainstreaming).
13- Demonstrates knowledge of skills for the teaching of listening and attending.
14- Demonstrates knowledge of effective correction instruction techniques.

ASSESSMENT/EVALUATION SUBSKILLS CONTENT

01- Demonstrates a knowledge of basic test terminology (e.g., raw score, percentiles, grade equivalents, stanines, and mean, median, mode, standard deviation, reliability, validity, and bias).
02- Compares the characteristics of norm-referenced and criterion-referenced tests.
03- Identifies the major purposes of assessment.
04- Identifies the major purposes of evaluation.
05- Selects and/or constructs the appropriate test to measure desired performance outcome.
06- Demonstrates knowledge of test data interpretation for various purposes (e.g., placement, prescription, direct, or corrective instruction).
07- Identifies the elements of test construction.
08- Demonstrates a knowledge of nonthreatening methods for interviewing students to identify problems associated with skill mastery.
09- Demonstrates knowledge of appropriate administration of standardized and other assessment instruments.
10- Identifies fair grading practices.
11- Demonstrates knowledge of appropriate methods involved in presenting student performance results to various publics (e.g., parents, school board, media).
12- Demonstrates knowledge of effects of assessment feedback on student performance.

GROWING AND LEARNING THEORIES SUBSKILLS CONTENT

01- Identifies characteristics that are common to levels of physical, mental, social, and emotional development.
02- Identifies major theories of motivation.
03- Identifies skills needed for working with students from various cultural backgrounds.

GROWING AND LEARNING THEORIES SUBSKILLS CONTENT (Cont'd.)

Category **Subskill**

04- Identifies basic principles of psychology regarding child development and learning.
05- Identifies deviant or abnormal behavior and knowledge of referral process (include eligibility for special education programs).

EDUCATIONAL FOUNDATIONS SUBSKILLS CONTENT

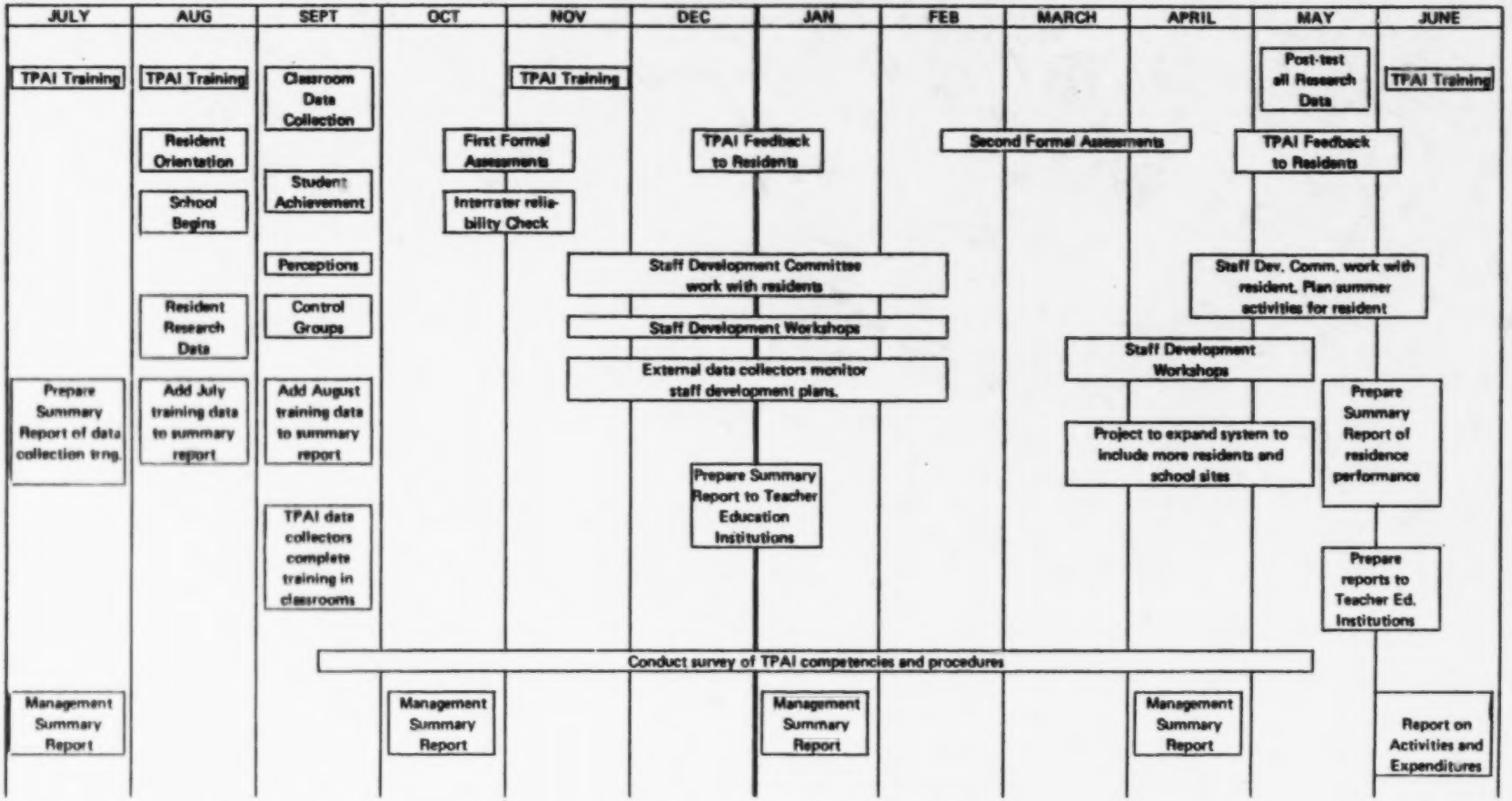
01- Demonstrates knowledge of **major** issues in United States education, and their historical, social, cultural, and philosophical bases.
02- Identifies **major** educational theorists with their contributions and demonstrates knowledge of philosophical educational models.
03- Demonstrates knowledge of the concept of culture and how it affects behavior and learning.
04- Analyzes cultural differences in a multicultural society, and identifies accommodation techniques.
05- Identifies implications of cultural change and "cultural lag" for education, and demonstrates knowledge of strategies for accommodations.
06- Demonstrates knowledge of the relationship between the basic economic system of the United States and the educational process.
07- Identifies and locates resources which enable the practicing teacher to maintain skills and continue professional development.
08- Identifies teaching practices that promote success in the world of work.
09- Identifies the major purposes of public education in the United States.

ORGANIZATION, ADMINISTRATION AND OTHER SUBSKILLS CONTENT

01- Differentiates between policy and administrative responsibilities at federal, state, and local levels.
02- Demonstrates knowledge of nondiscriminatory practices.
03- Demonstrates knowledge of the Federal (Congressional/Executive) role in education.
04- Demonstrates knowledge of the Arizona Legislature's role in education.
05- Demonstrates knowledge of the role and functions of the State Board of Education/Vocational Education.
06- Demonstrates knowledge of the role and functions of local district governing boards.
07- Identifies the statutory responsibilities of teachers.
08- Identifies statutory responsibilities for promotion/retention of students.
09- Demonstrates knowledge of revenue sources.
10- Demonstrates knowledge of judicial rulings relevant to education.
11- Differentiates between student rights and student responsibilities.
12- Differentiates between teacher rights and teacher responsibilities (legal and/or professional).
13- Differentiates between parent rights and parent responsibilities.
14- Identifies effective techniques and strategies for parent-teacher conference.
15- Demonstrates knowledge of techniques and strategies for effective communication with nonstudent publics.

FIGURE ONE

ARIZONA TEACHER RESIDENCY PROGRAM ACTIVITY TIME LINE



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